

Title: Communication in Human Service Careers Subject/Course: Intro to Human Services  
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 Topic: Communication Grade (s): 9-10  
 (Links active Summer 2009)

Stage 1: Desired Results	
Core Standard(s): Indicator 1 - Explore careers in Human Services <b>IHS 2.2 Evaluate the role of effective communication in developing a relationship between clients and Human Service professional.</b>	
Understandings: Students will understand that.... * effective communication skills are important to success in human services careers	
Essential Question(s): What are effective communication skills? Why is effective communication important to a career in human services?	
Students will know....  - the components of communication  - roadblocks to communication	Student will be able to .....  - distinguish constructive from destructive communication - develop appropriate "I" messages - demonstrate listening skills - recognize nonverbal communication cues - use electronic communication appropriately

Stage2: Assessment Evidence			
What evidence will show that students understand?			
<input type="checkbox"/> Performance Task	<input checked="" type="checkbox"/> Project	<input type="checkbox"/> Quizzes	
<input type="checkbox"/> Tests	<input type="checkbox"/> Informal Observations	<input checked="" type="checkbox"/> Discussions	
<input type="checkbox"/> Interviews	<input checked="" type="checkbox"/> Self-Assessment	<input checked="" type="checkbox"/> Other - Role Plays	
		<input type="checkbox"/> Case studies/scenarios	
Stage 3: Learning Plan			
Motivation – Introduce and Explain			
<p>Teacher may choose one or more of the following activities to introduce this unit or daily lesson plans in the unit:</p> <ul style="list-style-type: none"> <li>* <a href="#">Telephone/Gossip line</a> - teacher shares a message with a student by whispering it; the student then shares what he/she heard with the next student until all class members have heard the message - final student shares what they heard and this is compared with original message - how did communication break down?</li> <li>* Watch scenes from an appropriate movie with no sound - students discuss what they think is being shared; how did you come to these conclusions?</li> <li>* Use comic strips and blank out the messages and ask students to write the message that they think the cartoonist is trying to communicate OR cut into sections and have students put them in the sequence - discuss how they made their decisions</li> </ul>			
Model: (teacher behavior/presentation)			
<p>What instruction is needed to equip students...</p> <ul style="list-style-type: none"> <li>- PowerPoint/ video/speaker on components of communication - sender, receiver, message; several are available for download if you conduct a web search</li> <li>Texts can be used as a reference for development or there are presentations available online for download.</li> </ul>			

### Guided Practice and/or Independent Practice (student engagement)

- \* Ask students to create [Communication Posters](#) addressing issues related to communication with clients and others as a human services professional. See handout for further direction.
- \* [Wagon Wheels](#) - This activity focuses on the importance of listening skills and distractions that can make listening difficult. See handout for directions.
- \* Use photos on a website and determine what it is based on only seeing part of a picture/verbal message. See [Photo Perceptions](#) for further direction. Two websites that have photos that can be used without fear of violating copyright issues can be found at: <http://pics.tech4learning.com/> & <http://openphoto.net/>
- \* [Role play scenarios](#) that illustrate examples of constructive vs. destructive communication; roadblocks to communication
- \* Charades - nonverbal communication; prepare a set of cards with emotions for students to express with nonverbal communication; see the following website for assistance  
[Advocates For Youth - Body Language](#)  
A lesson plan from the South Dakota Teachers as Advisors on non-verbal communication can be found at:  
<http://www.doe.sd.gov/octe/TAA/Personal%20&%20Social%20Development/7th%20Grade/Nonverbal%20Communication.doc>
- \* "I" message activities - for assistance with this concept see [Advocates For Youth - Choosing Words Carefully](#)
- \* Watch video clips and ask students to identify roadblocks to communication illustrated – one example can be found at Roadblocks to Communication <http://videos.howstuffworks.com/hsw/7847-conflict-resolution-roadblocks-to-good-communication-video.htm>
- \* Brainstorm electronic means of communication appropriate for client/professional relationships - ask students to defend your choices
- \* Email scenarios - professional receives email messages from a client - how to respond  
Client wants to add you on facebook
- \* Brainstorm all forms of written communication that human services professionals may be called upon to develop - memos, netiquette for email, reports for client files, record keeping, brochures, fliers,

accident report, etc.

Students work in pairs, draw one of these form of communication and prepare a presentation for their peers that illustrates the key considerations for this type of communication; students must include an appropriate sample with their presentation – one that would be developed as a human services professional

### Reflection/Assessment:

- \* Discussion rubric -

- \* Self-assessment inventory of listening skills – the following are examples:

Schonwetter's Listening Inventory [http://umanitoba.ca/student/u1/images/Schonwetter\\_Listening.pdf](http://umanitoba.ca/student/u1/images/Schonwetter_Listening.pdf)

Self-Assessment Listening Inventory <http://www.sasked.gov.sk.ca/docs/mla/selfassess.pdf>

Listening Skills Self-Assessment

[http://www.thinkingwellconsulting.com/files/Listening\\_Self\\_Assessment\\_Instrument.pdf](http://www.thinkingwellconsulting.com/files/Listening_Self_Assessment_Instrument.pdf)

- \* Presentation rubric